DOCUMENT RESUME

ED 030 919 CG 004 106

By-Drake, Raymond

Freshman Orientation in the Large, Public-Supported Institutions of Higher Learning.

American Coll. Personnel Association.; Colorado State Univ., Ft. Collins.
Pub Date Aug 66
Note-8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors-Colleges, College Students, *Higher Education, *Orientation, Program Descriptions, *Programs, *School Orientation, School Surveys, *State Universities, Student Needs

This paper describes the freshman orientation procedures and activities of 17 public-supported institutions with student populations of 9500 or more. In addition, large, public-supported institutions are compared with all other institutions (N = 93) studied on proportions of informational, social, and intellectual activities offered in orientation programs. Campus orientation activities are arranged and examined under categories labeled as informational, social, and intellectual. Tables indicate the breakdown among various institutions of the relative importance of the activities in the designated categories. This study indicates that large public-supported institutions differ significantly from all other categories of colleges and universities combined when the two groups are compared according to the proportions of intellectual and social activities to informational activities. Large public-supported institutions emphasize informational activities less than do other institutions taken as a group. The comparison of proportion of social activities to intellectual activities indicates that no difference exists between the large public institutions and the others. (Author/CJ)

ED030919

ACPA COMMISSION II

FRESHMAN ORIENTATION IN THE LARGE, PUBLIC-SUPPORTED INSTITUTIONS OF HIGHER LEARNING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PREPARED BY:

RAYMOND DRAKE
COLORADO STATE UNIVERSITY
AUGUST, 1966

CG 004103

INTRODUCTION

This paper is a portion of a Master's thesis prepared by the author. It describes the freshman orientation procedures and activities (as scheduled on the orientation programs) of 17 public-supported institutions with student populations of 9,500 or more. In addition large, public-supported institutions are compared with all other institutions (N = 93) studied in the thesis on proportions of informational, social, and intellectual activities offered in the orientation programs.

ORIENTATION PROCEDURES

Freshman Week is by far the most popular orientation procedure among these institutions, with sixteen (94.11%) of the group scheduling it for new students. For this group the "week" ranges from two to eight days with a mean of 5.50 days.

No school in this group schedules a freshman orientation course. And, only one school lists a freshman camp; in that case it is an optional offering.

Apparently the pre-college clinic is mildly popular with the large public universities. One institution schedules the pre-college clinic as its sole means of orienting new students. Two institutions use both the clinic and the Freshman Week. One of these institutions holds the equivalent of the pre-college clinic in several communities in the state during the summer. In all, three institutions (17.65%) employ some sort of pre-college summer orientation program.

ORIENTATION ACTIVITIES

With the classification "mechanical" excluded, a breakdown of the category's orientation activities indicates that 107 (33.75%) of the activities are classified as "informational,"

147 (46.37%) "social," and 63 (19.87%) are classified as "intellectual." Under "mechanical," 14 (82.35%) of the institutions schedule testing and/or registration during orientation. This is the lowest percentage of testing and registration during orientation among all the categories of institutions.

As indicated above, informational activities account for about one-third of the orientation activities of this category. The most popular informational activities, activities engaged in by at least 25 per cent of the schools in this category, were, in descending order of number of schools employing each: a general information assembly; dormitory meetings; meetings of colleges; individual appointment with faculty adviser; dean of men and dean of women's meeting; small group orientation meetings, and library tour or orientation. /See Table I/ Examples of other informational activities which were employed by fewer than 25 per cent of the institutions in this category are: activities assembly; group meetings with faculty advisers; associated students assembly; registration-information assembly; and orientation to physical education meeting.

When the actual frequencies of the seven most prevalent informational meetings are considered, those seven activities account for 70.09 per cent of all the informational activities in this category. This results from the fact that some institutions use some activities more than once during their orientation program.

Large, public-supported universities apparently tend to emphasize social activities, for slightly more than 46 per cent of the activities listed on orientation programs from this group

TABLE I

ORIENTATION ACTIVITIES USED BY AT LEAST 25 PER CENT OF LARGE PUBLIC-SUPPORTED INSTITUTIONS*

Informational			Social			Intellectual		
Activity	No. of Institutions	%	Activity	No. of Institutions	%	Activity	No. of Institutions	%
Information Assembly	11	64.7	Dance or Mixer	13	76.5	Convocation	8	47.1
Dormitory Meeting	11	64.7	Religious Group Receptions	12	70.6			
Meeting of Colleges	9	52.9	Activities Fair	8	47.1			
Appointment with Faculty Adviser	9	52.9	Pep Rally, Traditions Assembly	8	47.1			
Meeting with Deans of Men and Women	7	41.2	Campus Tour	7	41.2			
Small Group Discussion	7	41.2	Student Union Open House	7	41.2			
Library Orientation	6	35.3	Picnic	6	35.3			
			Football Game	6	35.3			
			Organized Recreation	5	29.4			
			President's Reception	5	29.4			

*N = 17

were classified as "social". Social activites offered by at least 25 per cent of the institutions in this group, in descending order of number of schools offering them, are: dance or mixer; religious group receptions; activities fair; pep rally or traditions assembly; campus tour; student union open house; picnic; football game; organized recreation; and the president's reception. If each of these activities were offered only once by each institution, these would account for over half of the social activities of the group. But, certain of these activities are repeated during the course of an orientation program. For example, the average is slightly more than one and one-half dances per school. Dances and mixers alone account for about 15 per cent of the social offerings of this group. To a considerably lesser extent the same may be said for picnics and pep rallies. The point to be noted is that 60.54 per cent of all the social activities are included in the ten most popular thus classified.

Intellectual activities account for only about 20 per cent of the orientation procedures in this category. Only one intellectual activity, convocation, is used by at least 25 per cent of the institutions under consideration. It is used eleven times by eight institutions and constitutes only 17.46 per cent of the total of intellectual offerings. Examples of other intellectual activities are: faculty panel discussions; book reviews and discussions; student panel presentation. The faculty panel discussion, while it is used by only four institutions, accounts for 14.29 per cent of the intellectual activities of this group. And, book reviews and discussions, which are also used by only four of the institutions, account for 19.05 per cent of the intellectual activities. Thus the

book discussion is not as widely used as the convocation, but it actually occurs more frequently than the convocation in this category of institution. In all, the book discussion, faculty panel, and the convocation include 50.80 per cent of all those activities classified as "intellectual."

Among large, public-supported institutions, the Freshman Week is the most frequently employed orientation procedure. A summer pre-college orientation is offered by fewer than 20 per cent of these institutions. In general the orientation programs show more emphasis upon social activities than upon information or intellectual activities. Intellectual activities are decidedly less evident in the programs than either of the other two. A considerable amount of that intellectual emphasis is contributed to the entire group by a few institutions.

In Table II is presented a breakdown of the numbers of informational, social, and intellectual activities offered during orientation by each of the 17 large, public institutions.

A COMPARISON OF LARGE, PUBLIC-SUPPORTED INSTITUTIONS WITH ALL OTHER INSTITUTIONS STUDIED

In Table III are presented the data comparing large, public-supported institutions with a total of 93 other institutions (in seven other categories of college or university) studied in the thesis. As the table indicates the "large-public" group engage in proportionately more social than informational orientation activities when compared with all other institutions studied. This difference is highly significant. Also the "large-public" group engage in proportionately more intellectual than informational activities when compared with the others. This difference is

TABLE II

A BREAKDOWN OF ORIENTATION ACTIVITIES OF INDIVIDUAL LARGE PUBLIC INSTITUTIONS*

SCHOOL	NUMBER OF INFORMATIONAL ACTIVITIES	NUMBER OF SOCIAL ACTIVITIES	NUMBER OF INTELLECTUAL ACTIVITIES
A	6	5	2
B	7	3	1
C	6	4	1
D	2	8	2
E	5	7	0
F	7	7	3
G	5	9	3
H	7	15	5
I	3	11	4
J	10	7	4
K	5	8	2
L	11	11	3
M	10	11	0
N	4	3	3
O	1	21	26
P	12	8	4
Q	6	9	0
TOTALS	107	147	63

*Registration procedural activities, testing sessions, and activities not likely to involve at least 75 per cent of the new students are not included in this breakdown.

significant. When the two groups are compared on proportions of social to intellectual activities there is no difference.

In summary, large public-supported institutions differ significantly from all other categories of colleges and universities combined when the two groups are compared on the proportions of intellectual and social activities to informational activities. Large public-supported institutions emphasize informational activities less than do the other institutions taken as a group. The comparison of proportion of social activities to intellectual activities indicates that no difference exists between the large public institutions and the others.

TAPLE III

LARGE PUBLIC INSTITUTIONS COMPARED WITH ALL OTHERS ON PROPORTIONS OF ORIENTATION ACTIVITIES

Institutions	No. of Activities	%	No. of Activities	%	X^2
	Informational		Social		
Large Public	107	33.75	147	46.37	
All Others	661	43.92	609	39.67	8.3808 p. .01
	Informaticnal		Intellectual		
Large Public	107	33.75	63	19.87	
All Others	661	43.92	265	17.26	4.8801 p .05
	Social		Intellectual		
Large Public	147	46.37	63	19.87	
All Others	609	39.67	265	17.26	0.0082 p .05